Based on above discussions, it can be argued that, in the sub-continent religions have shaped the teacher-student relationship even in the sphere of secular education. However, the older teacher-student relationship was straightforward and was based on one to one relationship. But the formal institutionalization of education and subsequent commercialization of it has transformed this relationship into many scenarios adding manifold complexities.

Salient features of parent-child relationship as we have been practising in the case of teacher-student relationship work well as long as teachers are conscious about their apex position in such relationship and refrain from abusing powers that are vested upon them. As in general, the teacher is from the senior generation from their student counterparts, it is the teacher's responsibility to establish the basis of relationship.

Unfortunately, power imbalance in student-teacher relationship of this part of the world sometime alienates the students from the teachers. Empirical studies have revealed that many people who have experienced problems in their relationship with teachers; it is often because the teacher stays in the place of the authority and gets it wrong. Some teachers, in reality, show extreme authoritarian attitude towards their students without assessing the implication of it on the students' psychology. It is evident that many students, out of fear, cannot interact freely with their respective teachers. Such distance often creates communication barrier between teacher and student. This, in turn, hampers the academic life of the student as in the learning environment, proper communication between teacher and student is a must.

To facilitate the 'best communication' channel between teacher and student, the West in the mid 20th century has redefined teacher-student relationship. For this, they have emphasized friendly relationship and abated the magnitude of authoritarian characteristic of the teacher over the student. Though this friendly teacher-student relationship has largely alleviated the fear in the psyche of the student centring his/her teacher, which in turn has created pleasant communication channel between teacher and student, an essential criteria for teaching and learning environment. But too much friendliness in teacher-student relationship has an adverse effect too as observed in many countries in Europe including the UK.

Teachers, especially at school/college level, have lost their authoritarian power in controlling the students as the law prevents the teacher to punish even an unruly student. Many of the young students frequently take this advantage as their freedom and disobey their teachers. This sort of behaviour is detrimental to congenial learning environment. So, in the UK, especially in the public schools, as reported by many teachers, due to this unruly behaviour of some students, they frequently fail in maintaining the class room discipline. For the same reason many meritorious graduates in the UK do not take interest to accept teaching in public schools as their career.

Not only at the school level, even at the tertiary level over friendly relationship between teacher and student has the adverse impact as some empirical studies suggest. At the university level sometimes friendly relationship between the teacher and the student may turn into intimate relationship. According to the guidelines policy for teacher-student relationship of Windsor University the intimate personal relationships are defined as "including but not limited to a sexual relationship, the formation of a deep emotional bond, physical contact inappropriate to a teacher-student relationship and communication whether in person or not inappropriate to a teacher-student relationship". In this context, Bruce Tucker, Windsor's associate vice-president has commented that, 'an intimate relationship between a professor and a student is exploitive in the sense that there is a power differential between the two and the student can be victimized, and that is inappropriate." This is not an exclusive problem of Windsor University. Rather facing the similar sort of problems, many other universities in the developed world have formulated policy for streamlining professor-student relationship.

Then what should be an ideal teacher-student relationship? In fact, there is no universal prescription for defining a standard for teacher-student relationship. Any relationship between two persons depends on socio-cultural context, age groups, as well as the taste of individuals involved in that relationship. Despite this reality, still we can draw a baseline principle for effective teacher-student relationship of our own considering our socio-cultural ethos, students/teachers' psychology, and modern scientific teaching methodology. We should remember that the expectation from a teacher in our society is quite high and so the society has given the teacher authoritarian power over the student. A teacher is always a teacher and the expectation of the society is that a teacher should be a role model to the eye of the student. Keeping this in mind, teachers should set up the effective and efficient relationships with their respective students. However, in this effort teachers should not misuse the authoritarian power vested upon them by virtue of their social status. Rather, teachers should earn certain attributes so that students voluntarily obey the instructions of the teachers with much respect. Some of these attributes like sound knowledge in subject area to teach, honesty, sincerity, integrity, principle to keep the commitment can be cited. Through perseverance, practice and strong determination a teacher can acquire these qualities over the span of time.

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